Name: Jamison Kelleher Age/Grade Level 11

Subject Area(s) Social Studies Unit Title: WWII African American experience

Lesson Title: Segregation in America

Estimated Time: 70 minutes

**Purpose/Rationale for lesson:**

**Curriculum Framing Questions:**

Essential Question: How does conflict impact a nation’s social fabric?

Unit Question that applies to this lesson: How did the mobilization for war change the social fabric in the United States? How did this specifically impact African Americans during and after the war?

Lesson or Content Question(s): What is segregation? What is the difference between de jure and de facto segregation? What are some examples of de jure and de facto segregation?

**Goal/Learning Outcome:** The student will have an understanding of the African American situation in American society immediately preceding WWII

**Learning Objective(s):**

T.S.W. demonstrate an understanding of the characteristics of segregation in the United States in the period preceding WWII. T.S.W. be able to differentiate between de jure and de facto segregation. T.S.W be able to cite examples of each from the pre-war period and compare that with segregation today

**Curriculum Standard(s):**

*SS.HS.CG.04.03 Understand how the rights of citizens have been augmented by case law decisions.*

*SS.HS.HS.05.14 Understand isolationism and the military and economic mobilization of the United States prior to and during World War II, and its impact on American society.*

*SS.HS.CG.06.02 Understand the causes, course, and impact of the civil rights/equal rights movements.*

http://www.pbs.org/wnet/jimcrow/images/spacer.gif MCREL Standard 29, Level IV (Grade 9-12)

**Materials Needed:**

FOR THE CLASS:

The Rise and Fall of Jim Crow (4:00) from the PBS website

Three b/w images for bell work

Butcher paper

FOR EACH STUDENT:

Handout with examples of Jim Crow laws and brief summary of relevant court cases (Scott, Plessey, Brown)

FOR THE INSTRUCTOR:

School demographics data including AP classes. Demo data for different cities in Oregon.

**Background knowledge or skills students need prior to lesson:**

A basic understanding of reconstruction and the history of slavery in America.

**Procedures:**

**Hook or Introduction** Bell work will consist of three B/W photos displayed on the wall with instructions for the student to put the pictures in chronological order. The three photos will consist of one picture of Tuskegee Airmen, one of African American women working in a wartime factory and the third will be the famous picture of the white and colored water fountains from 1950’s. A show of hands will determine the class consensus on which one is oldest. (10 minutes)

**Step 1.** After determining the class’s opinion (hopefully incorrectly) I will provide the students with the correct answers and ask them to break into groups and come up with a list of contradictions posed by the photos and the chronology and possible explanations for these seeming contradictions. If students need help offer a guiding question “What could African Americans do during the war that they couldn’t do five years later.” Have groups report out and create a list of contradictions and causes to hang in the back of the room for the duration of the unit. Explain to students that the list will be addressed during the unit but that we need to back up and start a little earlier. (20 minutes)

**Step 2:** Distribute handout and have class watch PBS video on Jim Crow have students create list of types of segregation that they see in film (FMI) or any others that they can think of. Have students offer examples from their list, hopefully someone mentions a type of de jure segregation, if not I will use leading questions to get the students to a type of de jure segregation (housing) at which point we can transition to step 3. (10 minutes)

**Step 3:** Define the difference between de jure and de facto segregation for the students. Provide students with a few example of each including any indicated by school or local demographic data. Explore less obvious types of segregations such as environmental and financial (lending). Be sure to make the difference between racial separation and segregation clear. (10 minutes)

**Step 4:** In small groups the students will brainstorm types of segregation that an African American would have been likely to encounter immediately preceding WWII. Report out and create a list of 10 or so types of segregation for the students to individually classify as de facto or de jure. (to be turned in) (15 minutes)

**Step 5:** Assign the assessment (5 min)

**Accommodation**: TAG students will be asked to evaluate the Plessey and Brown cases and provide a short summary of the logic used by the court in each decision and how this changed from Plessey to Brown. ADHD student can substitute bullet points for the writing section. IEP students will be given more leeway in length requirements and writing standards on assessment.

**Attention to Literacy:**

Explicit teaching of vocabulary (de jure, de facto, segregation, separation)

**Closure:** Introducing the idea of segregation in the present during the explanation of the assessment. If there is extra time students can begin to work on assessment.

**Assessment and Evaluation of Student Learning:** Students will select two or three types of segregation that they see around them in the present and write two paragraphs about how it is related to (or not) the types of segregation discussed in class additionally a one paragraph reflection on how the student feels about the types of segregation they identified. A superior assessment will show a clear logical connection to the types of segregation discussed in class with high quality writing and organization. At the minimum students should be able to identify some type of current segregation and compare it to Jim Crow segregation.